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The Nursery School Child His Care And Training

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THE NURSERY SCHOOL CHILD HIS CARE AND
TRAINING

By

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Prairie View, Texas

August, 1939

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HIS CARE AND TRAINING

By

Lottie Darlene Martin

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Fulfillment of the Requirements
for the Degree of

Bachelor of Science

in the

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to my

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Mrs. Joe Ella Baker

who I am indebted to for this accomplishment.

CHAPTER I

INTRODUCTION

Some pre-school children offer a serious problem to the public school teacher, because the parent has neglected the training of the child, so that he may fit into the school program. Thus it is the duty of the nursery school to prepare and equip the pre-school child so as to bridge the gap between the home and the public school. Never before in the history of the world have so many people given thought to one subject as have been given to the study of the child. This is an age of child study. Our greatest magazines and newspapers open their pages to the discussion of the child's amusements, his development, and all the things which make for his happiness and well being. The world is awakening to the realization that the child is life's greatest asset, and as the child is to-day, so shall the nation be tomorrow.

The analysis of the steps by which a child develops from a helpless little human into the normal, physical, mental and moral full grown statue of a man or woman, is of intense interest, and well worth the while of those whose mission in life is to minister to these little ones.

Our public schools are the fields of countless experiments, where educators are working out their various theories each earnestly seeking to meet some new phase of this vital question.

Purpose of the Study -

The purpose of this thesis is to teach the parents the most essential and beneficial processes of child care and training. It also strives to teach the child what it means to develop the habit of cleanliness. In this course obedience, respectfulness, kindness, thoughtfulness, truthfulness and self reliance are stressed.

My one year of experience as Supervisor of the Nursery School in Port Arthur, Texas, serves as a benefactor to me in assembling this data and material for the analysis I am giving on the Care and Training of the Pre-School Child in the Nursery School.

CHAPTER II

The Child's Physical Surroundings

The child's first impressions and habits are formed in his home where the surroundings and life makes an indelible imprint upon him. This being true it is very necessary that the home give healthful material surrounding the family life and training within the home, under the guidance of intelligent and understanding parents, The parents should at all times consider the water that is being used by the family and children, this is very important in the physical development of a child. Any water supply that may become contaminated with human excretions is unsafe, and should not be used. If the water supply is not taken care of by the community. Samples of water should be submitted from time to time to the state or county laboratory for examination in order to know that it is safe. After all the best and safe thing to do, is for parents to boil water before using, if there is any doubt as to its safety. The child's physical surroundings should include ventilation and heating, because in cold climate furnace heating adds greatly to the child's comfort, One may use a steam or a hot water system for the purpose of keeping the child warm. The ventilation is very important because we are able to survive through the bringing of fresh air into the home, The windows are probably the best means to receive air into the home. The room where the

children are sleeping should be thoroughly aired once or twice daily by opening doors and windows, even though some outdoor air makes its way in through cracks about doors and windows. The child should be provided with a playroom, or play corner. The child's bedroom may be used for play. But one should remember to take into consideration the side where the sun is more abundant. This room should be well furnished, although simple, with a few low chairs, low shelves or boxes where toys and books may be kept, and a table with a work bench included. The floor covering should be easy to clean and very comfortable. Curtains and elaborated rugs should always be avoided. The quality that makes the home restful and desirable depends more on its orderliness and cleanliness than on its luxuries. These children should be taught to be proud, and appreciate their homes. Let them help to keep it pretty and well cared for. They should be taught that the surroundings of early childhood set standards that often last a life time.

The things to consider in the development of a child would be through the parents, because it is a known fact the child must have a background. This being true the kind of body and the kind of mind depend on the parents. We realize the fact each child has in him capacities that may or may not develop, depending on the surroundings in which he grows up. Since the parents are responsible for the development of the child, it is worthwhile for parents to struggle to give their children opportunities for the

development of the best that is in them. The entire development of a child depends solely upon the opportunity and training offered him in his home environment. The various books, newspapers and the type of music, found in the home to influence the children are suggested by the parents. This being true the very best books and papers should always be suggested, because all of these things make up the atmosphere in which the children are developing and will determine their habits of thought and behavior and also mold their characters as well as their ideas.

We know as soon as talking begins the child begins to wonder many things about the world. This being true he should be taught to obey his parents and how to adjust himself or herself in the presence of other children.

A little child may learn from various experiences, but the most outstanding method that is used by small children, or you may say the pre-school child is through satisfaction. Whenever a child does something, if a pleasant feeling follows, he usually will do this particular thing over and over, therefore he learns by doing. But if he attempts to do something and fails, he will hesitate to attempt it again. He will also develop his learning by imitation, whatever he observes and receives pleasure from, there learning begins. The best way is to get the child's attention and the process of learning immediately originates.

Of course in training the child the parents should always

The child will learn through asking questions, and therefore he should be encouraged to ask questions. A child should not be refused an answer to his questions. Some type of truthful answer should always be given. A little child should never be told by the parents, I am a afraid of this thing, or I dislike a particular thing, because whenever this does happen you are offering or suggesting a feeling of fear or dislike for the child. The child should be given plenty of time to learn. Let him be governed by his own mind, never rush him to learn anything. Whenever he attempts to dress himself or lace his little shoes, be patient and let him solve the problem. Merely assist him in doing the hard things.

This type of education for the young child is very important, and should be given the very best consideration. This is found in the home, using for his instructors those found in the family. The educating of the body and emotions are important factors and should be greatly emphasized. If the body is co-ordinated he will be able to use his muscles and senses in the complicated movements that make up important daily activities as feeding himself, dressing and washing his face and hands. Educating his emotions means teaching him to become independent and self-reliant, to control his temper, not be afraid of harmless things. In order to find out what the world is like, the child must have opportunity to experiment with all sorts of things. Of course in training the child the parents should always

guard against forcing his development and tiring him too much. ¹ garments must be large enough to allow plenty of

The Type of Clothing

The type of clothing to consider should be very simple, washable, and adapted to the climate and season, as well as the temperature of the house. The clothing of the pre-school child should be very comfortable. They should be so planned that he is unconscious of them. You should always take the following questions into consideration. Can he play freely in them? Do they allow freedom for his body for growth, circulation of the blood, and muscle activity? Are they put on and taken off easily and managed easily at the toilet? And most of all, does the child like them? If these things are considered in the type of clothing selected for the pre-school child, the clothing problem will easily be solved. As the child grows older he wants to help himself, and his clothes should give him the opportunity to do so. The pre-school child should be able to undress and dress himself by having the proper training that is possible. Knitted cotton is the best material for underwear, because it does keep the child warm. Wool or cotton may be used in the coldest climates. The seams in all underwear, especially at the armholes and crotch should be flat, as ridges irritate the skin. Sun suits may have a sleeveless

¹ The Child From One to Six His Care and Training - Children's Bureau 1935, Publication No. 30. Washington, D. C.

top of coarse fish net and very short trousers attached to it. Outer garments must be large enough to allow plenty of freedom at play. They must be adapted to the climate and be as light in weight as possible, but still provide the necessary warmth. The most desirable coats are made of woolen, closely woven, to protect the child from winds. Leggings are necessary only doing cold weather.¹

¹ "Infant Care" - United States Government Printing Office
Washington, D. C. 1938.

CHAPTER III

The Type of Play for the Nursery

The type of play for the nursery school child should consist of games that will enable the child to learn. It is through play that the child learns about things in the world around him. Through play the mother realizes the skill developed in the use of the muscles. The little child who can put the last block on top of his tall tower without up-setting it may as well realize the accomplishment made, because he does get a pleasure out of the same. When the pre-school child learns to play with a bean bag or a ring toss; it teaches him to throw accurately. One may develop skill for the pre-school child by allowing the child to string beads., by allowing the child to draw on the black-board will enable the child to develop another type of skill. Without play the child would be a greater problem. Therefore play is very important in the nursery school. It is through play that co-ordination, or the working together of muscles and selves develop. Strict attention should be given to the type of conversations they engage in during play periods. When children are playing they have their misunderstandings, and whenever such happen, you should never interfere, but merely pretend you aren't paying attention, and let them solve their own problems. ¹

¹ Team Work For Child Health - American Child Health Association. New York City, New York. 1929.

Games for pre-school child should not be complicated, but should be very simple, so that the children will be able to play the game without a handicap. The game of ball is very enjoyable, by the pre-school child. He enjoys this game because there are so many ways he is able to toss the ball, that he receives pleasure out of doing. Most small girls enjoy the game as "house". In playing this game the pre-school child can picture herself as mother, and in so imitating the mother as housekeeper is very enjoyable. In having to keep this little house she is learning. Learning good habits of right housekeeping and of thoughtfulness. Children enjoy playing the game of "All Around The Mulberry Bush" or any ring play. It is through play that the physical development takes place. The child that plays with her toys will some day enable her to take care of worthwhile things. Children are very fond of relay games where there is plenty of running. Children are very interested in playing games as train by the use of boxes or boards. They can do many things with the board. They are able to make a seesaw, and receive fun out of the game sliding. In playing games the child at the end of each game should be taught to put away his toys, never allow him to participate in any number of games before putting his toys away from the previous game. The child should have plenty of space to engage in the various games. And some games should be those that will enable the child to play with

other children¹.

Kinds of Equipment for the Pre-School Child

Blocks should be part of the equipment of every playground. Plain, colored, large and small should always be included. They can be used in so many ways. Children seem to enjoy playing with blocks more so than any of the other equipment. Balls are always satisfactory toys for the pre-school child. The children enjoy having crayons for drawing purposes. The school should be well supplied with scissors, to cut paper dolls and various other pictures out. Any toy that can be pulled by a string, as horses and wagons, train, or any small type of truck will serve as a great aid in the equipment. Small tables should be used and very low shelves should be included, for the purpose of putting toys on for convenience. As a slide for the children, the pre-school child should have in his play equipment the sphere, cube and cylinders made in half-inch sizes, he does enjoy playing with circular tablets one inch in diameter. The equipment should include a box of square colored sticks.

Stories and Pictures

Stories and pictures play an important part in the development of the child. It is their delight in hearing a story told. Story telling enriches the child's spiritual

¹"Are You Training Your Child To Be Happy?" - Children Bureau, United States Department of Labor - 1938. Washington, D. C.

experience, and also quicken his perceptions, and therefore he needs joy just as the plant needs air and sunshine.

Stories serve as a means of bringing before the children these virtues and principles that make for right living and noble character. It is not enough to urge the child to be brave and pure and honest, but there must be some appeal to the emotions and the imagination before the child will respond, and by telling a story of interest to the child this can be accomplished. Children as a rule transfer the experiences of the hero and heroine of a story to themselves. Most of the time they live the story in imagination and thus they feel the impulse to be themselves pure, brave and honest. Stories aid in the development of a child's emotions. Whenever a story is well told to pre-school children it helps in adding to the child's knowledge. One should be very careful in selecting stories, also pictures for the pre-school child.

Pictures of familiar animals or groups of children playing are very good pictures to be used. Attractive pictures may be placed around on the walls where children may be able to observe them when so desired. Picture books with music in them create quite a bit of interest among children that are musically inclined. Rhythmic movements to music are a great pleasure to most children. Let them sing, march and keep time to music, and by so doing will enable them to learn and appreciate rhythm. ¹

¹"The Source Book"- Perpetual Encyclopedia, Volume VIII. Chicago, Ill. 1934.

CHAPTER IV

How To Preserve Health and Prevent Diseases

The best way to preserve health is to observe rules and regulations of health when well. It is a known fact that the health of a child is laid in the first six years, and therefore the very best attention should be given him. One may preserve the health of the child by the use of good health habits, as eating well planned meals at regular hours, get plenty of sleep and play vigorously out of doors in the sunshine. Parents are learning more and more that it is health economy to consult the doctor concerning their children to keep them well rather than to consult him to cure illness. These examinations should be given at least twice a year, and in so doing the parent may receive information that will enable them to guard their children against diseases. Eyes are sparkling and very bright; skin should be very smooth, and body straight and strong.

Standards of growth and development have been discovered by doctors giving weight and height of children. By giving the doctor the privilege of such, one will be able to compare a child's weight and height with the standard, the characteristics of his race and nationality will be observed. When you carry the child to the doctor ask him to give the child special protection against smallpox and diphtheria and how to advise how to guard against other diseases. One should always regard the health of the child by keeping the teeth in order. Take the child to the

Dentist regularly, at least twice a year for examination. This is very essential and does play an important part in the development of the child. One may preserve or prevent various diseases of the pre-school child by considering the right diet for the child, because it is a known fact that certain vitamins are very essential to the physical development of the child. Whenever certain vitamins are lacking the child will become a victim of diseases, as rickets, scurvy, pellagra and beri beri. When the child is suffering with scurvy the vitamin "C" has been omitted. The child that has a serious case of rickets is suffering with a nutritional disease of the bones and muscles, and if the proper care isn't given the child will develop deformities, such as, bow legs. The child should be given cod-liver oil. The disease known as beri beri among the pre-school child can be prevented or eliminated by giving the child sufficient milk, eggs, green leafy vegetables, fruits and whole grain cereals. Any foods that contain Vitamin "B" will serve as a great aid for the cure. ¹

Every effort should be made to have the child in a calm and cheerful state of mind at mealtime. If you discover that the child is tired or sulky, or even excited, he probably will show a lack of appetite, and will refuse to be served any thing to eat. If by any means the child

¹ "Infant Care" - Children Bureau Publication, No. 8.
United States Department of Labor, Washington, D. C.

will not eat the meal before him, do not force him or discuss the matter before him. There is grave danger of arousing an antagonistic attitude toward a particular type of food by insisting that it be eaten the first time it is presented. Dainty servings of food go a long way in arousing the child's appetite. The child should always have plain nourishing and easily digested food that is well prepared, and served in small quantities. The child should be given at least thirty minutes to chew food.¹

A pre-school child should have eleven to thirteen hours of sleep every night, and from one to two hours of sleep during the day. The parents should see that the child is in bed at a regular time. Each child should have a bed of his own, and should space permit, he should sleep in a room alone. When the child is granted permission to sleep alone, he doesn't have to be disturbed by the family individuals. His cot should always provide for comfort. The springs and the mattress should be firm and flat. One should see that the child's sleeping garment isn't too small, because children are encouraged to develop undesirable sleeping habits because their clothes are uncomfortably tight. Bed time should be a happy time for the child. Children should always be dressed for bed before the grown-ups. Should the child have undesirable bed habits as

¹ "Child Management" - Children Bureau - United States Department.
Washington, D. C.

sucking thumbs, masturbation and fussiness in bed, one must be patient, gentle and use a low tone of voice, instead of being loud with the child in trying to believe the situation, never show that you are angry when you are working with children. Whenever you attempt to rid a child of a habit that he constantly participates in, seek some habit of interest and replace it. Habits, as we know, are formed by repeating what has been done before. The child will develop habits of acting and habits of thinking of one feeling in certain ways, therefore all these tendencies toward thinking and acting in certain ways, are the outgrowth of training and experience. Habits are not inherited, but are formed. The child should be thought of as something more than arms and legs, since the child has a mental life far more delicate and complex than his physical body.

A child who is coughing or sneezing or suffering with a discharge from the nose should be kept away from other children, and put to bed, as these symptoms may be the beginning of more serious communicable disease. The child should be given plenty of water to drink and see that his bowels move daily. Never attempt to use the following treatments, nasal sprays, or drops unless you consult a physician. By allowing the patient to remain in bed about twenty-four hours will serve as a great aid in shortening the duration of a cold, and is an important precautionary measure both in the care of the sick, and in the protection of the well.

SUMMARY

The nursery school is a newly organized school, and its function is to bridge the gap between the public school and the home.

(a) It provides for special care and training in developing the child's mental capacities.

(b) It enables the child to preserve health and the means, or ways by which he may prevent diseases.

The nursery school serves as a guide to children accompanying them to right and wrong habits. It does enable the child to adjust him or herself in the presence of others. The right habits of obedience, thoughtfulness and cleanliness are developed. In the nursery school the pre-school child has the privilege of coming on contact with objects of interest that are so described to explain in such a way as to bring out their truth, worth, and significance. Since the pre-school child is unaware of knowledge and truth and see no familiar landmarks, the nursery school does offer means to right conduct that will develop him physically for life.

In the nursery school the child does receive the best of care in regards to diet. Their meals are properly prepared and at the right time. It provides the child with amusing and interesting stories that serve as agencies in the development of the child. It may be classed as one of the most important factors in the development of the pre-school child.

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